

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Texas Education Agency 2016 MAR 29 PM 12:35 Document Control Center </div>
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Texas Serenity Academy	170801		
Vendor ID #	ESC Region #	DUNS #	
76-0575970	6	007361830	
Mailing address	City	State	ZIP Code
262 N Sam Houston Pkwy E	Houston	TX	77060-

Primary Contact

First name	M.I.	Last name	Title
Hagmon	D.	Simmons	Superintendent
Telephone #	Email address		FAX #
281-931-8887	hagmons@sbcglobal.net		281-931-8034

Secondary Contact

First name	M.I.	Last name	Title
Arlene		Kennerson	Director, ACE Program
Telephone #	Email address		FAX #
281-931-8887	tsa_kennerson@yahoo.com		281-931-8034

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Hagmon	D.	Simmons	Superintendent
Telephone #	Email address		FAX #
281-931-8887	hagmons@sbcglobal.net		281-931-8034

Signature (blue ink preferred)

Date signed



March 28, 2016 *3-28-16*

Only the legally responsible party may sign this application.

701-16-102-093

Schedule #1—General Information (cont.)

County-district number or vendor ID: 170801

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 170801

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances requirements</u> .

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 170801

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 170801

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Texas Serenity Academy (TSA) is seeking continuation funding for the comprehensive program implemented through the ACE 21st Century Community Learning Center. TSA received funding under Cycle 7 of the 21st CCLC Grant Program. The program has been so successful in increasing student engagement and student achievement, that TSA is seeking an additional three years of continuation funding to continue serving the educational needs of TSA students and their parents.

The Texas Serenity Academy is a charter school serving a diverse student population. 92% of the students are identified as at-risk, and the Texas Serenity Academy is a Title I school. TSA is located in urban Houston and serves students in grades K-8. In addition to a high at-risk population, TSA also has a number of student for whom English is a second language. For the 2015 Accountability Rating, TSA received the rating of "Met Standard". In addition, TSA received the Distinction Designation of "Top 25% Student Progress". It is the strong belief of TSA leadership that the ACE 21st CCLC grant has played a significant role in supporting these achievement gains for TSA students. This belief is supported by the outside evaluation of the TSA ACE program. While significant gains have been made, TSA faculty and staff are aware of the need for continued student progress, particularly in the areas of student progress and closing the performance gap.

The Texas Serenity Academy 21st CCLC program is designed so that all students participate in the ACE program. For the 2014-2015 school year, the school enrollment was just over 400 students. In developing the program and seeking continuation funding, the faculty, staff, and Campus Improvement Team of the Academy considered the following: the continued need to provide additional academic enrichment through highly engaging program targeted toward math, science, and technology. An additional need identified for the continuation program is an emphasis on writing. In addition, the faculty, staff, and Campus Improvement Team identified the continued need to provide health and physical activity programs to enhance the ability of students to participate in and learn from the regular school program. Many parents have taken advantage of the family literacy programs and continuing education programs provided through the TSA ACE program. These programs have been very successful, and the faculty, staff, and Campus Improvement Team see a continued need to provide these services to the families of TSA students. Please see Schedule 13 for a more detailed discussion of the identified needs of parents and students in the program.

The TSA ACE 21st CCLC program is designed to be delivered two hours beyond the regular school day Monday through Thursday each week (8 hours of program services) and four hours beyond the school day on Friday (4 hours of program services) as the school day ends at 1:00 PM on Fridays. Students receive 12 hours of program services for the 31 weeks of the regular school year. TSA buses will transport students to their homes following the completion of the ACE program at the end of the school day. The summer program will operate Monday through Thursday mornings for four hours per day for a total of six weeks. TSA buses will provide transportation for students to and from the summer program.

Primary program activities for students include programs designed to promote academic achievement and support ongoing academic progress (daily tutorials); enrichment programs, including music, technology, a variety of physical programs designed to not only support physical activity and health but social and emotional learning, healthy cooking and nutrition classes, visual arts, and dance. For families and community members, the primary activities include family literacy programs, continuing education, and English as a Second Language courses.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 170801

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The program offerings are designed to be highly engaging and provide students with multiple opportunities to engage in hands-on learning, utilize interactive technology, enhance their physical health and well-being, and increase their social and emotional intelligence and engagement. All of these activities have been proven to increase both student engagement in the learning process, thereby directly increasing student achievement as well as directly increasing student attainment and mastery of content knowledge through hands-on, interactive learning. By providing a highly-engaging program of activities closely-coordinated with the school day both in terms of content and scheduling, the TSA anticipates 100 percent participation of its students throughout the school year.

Programs for parents and family members include family literacy, GED attainment courses, citizenship classes and support, English as a Second Language classes, classes in financial literacy and budgeting, classes in physical health, well-being, and nutrition, and classes in computer literacy. In response to parent-expressed needs, some classes are offered during the day, while most are offered in the evenings.

The TSA 21st CCLC program has established some strong community partnerships in the initial program implementation, and will continue to rely and enhance these partnerships in the continuation program. The partnerships include:

- TWEF (entrepreneurship programs, technology literacy programs, young women's empowerment programs, community garden project)
- Sprint (Android devices for students)
- Latino Literacy Program
- Greater Houston Area Boy Scouts
- C-STEM program with Aldine ISD
- Lone Star Community College for GED and ESL courses for parents and families
- Prairie View A&M (agricultural program)
- Houston Food Bank
- Houston YMCA

TSA 21st CCLC Project Management Staff will work with the TSA 21st CCLC Advisory Council to strengthen and enhance these partnerships as well as identify other community partnerships that will add to the overall program provided by the Texas Serenity Academy and strengthen the sustainability of the program in the future.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 170801				Amendment # (for amendments only):	
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017				Fund code/shared services arrangement code: 265/352	
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$302557	\$	\$302557
Schedule #8	Professional and Contracted Services (6200)	6200	\$228545	\$4000	\$232545
Schedule #9	Supplies and Materials (6300)	6300	\$18500	\$0	\$18500
Schedule #10	Other Operating Costs (6400)	6400	\$10000	\$12636	\$22636
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$559602	\$16636	\$576238
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$559602	\$16636	\$5676238
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$5676238
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$288111
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 170801		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$0
2 Educational aide			\$0
3 Tutor			\$0
Program Management and Administration			
4 Project director (required)	1		\$65000
5 Site coordinator (required)	1		\$32000
6 Family engagement specialist (required)	1		\$40000
7 Secretary/administrative assistant			\$0
8 Data entry clerk			\$25000
9 Grant accountant/bookkeeper			\$0
10 Evaluator/evaluation specialist			\$0
Auxiliary			
11 Counselor			\$0
12 Social worker			\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$0
14 ESC coordinator/manager/supervisor			\$0
15 ESC support staff			\$0
16 ESC other			\$0
17 ESC other			\$0
18 ESC other			\$0
Other Employee Positions			
19 Nurse			\$0
20 Community Parent Liaison			\$8000
21 Title			\$0
22	Subtotal employee costs:		\$170000
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			\$0
24 6119 Professional staff extra-duty pay			\$113640
25 6121 Support staff extra-duty pay			\$0
26 6140 Employee benefits			\$35917
27 61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs		\$149917
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$319,917

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 170801		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator – Grant requirement to evaluate program	\$4000
2	Gardening teaching students to harvest healthy crops for healthy eating	\$5000
3	Karate helps teaches students to build confidence, self-esteem using five basic steps of courtesy, integrity, perseverance, self-control and indomitable spirit. Grades K-8 th	\$14,155
4	Photography and Boyz2Men – Photography is an art through digital marketing place which helps build portfolios and help with the use of photo shop which can be used in college and professional development. Boyz2Men is a program which is use to help boys in grades from 3 rd to 8 th to help build self-esteem in young men and help them to provide confidence in leadership roles.	\$17,760
5	C-Stem and Robotics trains students and staff to assist with the use of communication, science, technology and math	\$2600
6	Kidz Café is a cooking class for students teaching them the basic lessons of early detection in the habits of eating healthy.	\$8800
7	Cosmetology is a class use for College and Career readiness for teaching students the process of nail care, hair styling and make-up in a comprehensive learning study.	\$6160
8	Drum line teaches students how to learn to read music and also assist with math by learning beat and rhythm movement	\$5200
9	Piano Class assists with the techniques of learning the keyboard which is utilized through sound and attention leaning; Choir classes will engage students in tone and voice learning which will help them utilized their reading and listing skills; Drama class will help assist students in learning to cultivate their talents through reading and expressing their thoughts through acting; Soccer Class will allow student to learn through movements and counting. This will help utilize their critical thinking and help with weight management	\$31,680
10	Money Matters teaching students the management of money for college and future investments	\$2700
11	Dance classes for grade 4 th – 8 th - Ballet, jazz and folk dancing; All about Me – self-esteem classes for grades 4 th – 8 th ; Lil Miss – self-esteem classes form grades 1 st – 3 rd	\$36,540
12	Homemaking – students are taught the art of sewing , stitch work and crafts	\$7040
13	Gladiator Games – Technology base program of utilizing games to increase mind strategies	\$4400
14	Cheer-cheerleading for students to help build self esteem	\$4400
15	Elementary Sports – Soccer, Baseball, Basketball, for elementary students	\$4400
16	Aide support services – contracted to meet the 22:1 ratio with after-school services from Monday – Friday	\$43,050
17	Family engagement Services provided through contracted services for parenting classes for GED, ESL, Computer, Family Services, Drugs and Gang Related Courses, Citizenship Class, and child Care for parent component.	\$25,860
18	C-Stem Arts and Craft – students are taught the components for the art portion of the C-STEM class using murals to through painting and design	\$4400
19	Stem Robotics- students will learn to build and assemble robot for competition	\$4400
b. Subtotal of professional and contracted services:		\$232,545
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$232,545

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 170801		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$20,000
Grand total:		\$20,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 170801		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$10000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$0
	Specify purpose: Conference – NAA- National After-School Association, Summer Learning Institute, FE (Family engagement Conference, for Project Director, Family Engagement Specialist, and Site Coordinator	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$10,000
Remaining 6400—Other operating costs that do not require specific approval:		\$12,636
Grand total:		\$22,636

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 170801			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 170801				Amendment # (for amendments only):	
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:					
Category	Number	Percentage	Category	Percentage	
African American	158	38.7%	Attendance rate	94.9%	
Hispanic	243	59.6%	Annual dropout rate (Gr 9-12)	0.0%	
White	3	0.7%	Students taking the ACT and/or SAT	N/A%	
Asian	0	0%	Average SAT score (number value, not a percentage)	N/A	
Economically disadvantaged	375	91.9%	Average ACT score (number value, not a percentage)	N/A	
Limited English proficient (LEP)	158	38.7%	Students classified as "at risk" per Texas Education Code §29.081(d)	91.9%	
Disciplinary placements	0	0%			
Comments					
A number of TSA students are being parented either by very young and inexperienced parents, or by grandparents who are taking the place of the child's parent(s).					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	7.7	29%	No degree	3.8	14.5%
Hispanic	7.7	29%	Bachelor's degree	19.8	74.6%
White	10.2	38.3%	Master's degree	2.9	10.9%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	18.8	71%	Avg. salary, 1-5 years exp.	\$42,949	N/A
6-10 years exp.	1.9	7.3%	Avg. salary, 6-10 years exp.	\$55,290	N/A
11-20 years exp.	0	0%	Avg. salary, 11-20 years exp.	N/A	N/A
Over 20 years exp.	1	3.6%	Avg. salary, over 20 years exp.	\$10,389	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 170801											Amendment # (for amendments only):				
Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school		31	39	46	57	53	51	47	52	32					408
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:		31	39	46	57	53	51	47	52	32					408

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Schedule #13—Needs Assessment

County-district number or vendor ID: 170801

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment for the TSA ACE 21st CLC was conducted with the oversight of the TSA administrative staff, Campus Improvement Committee members, and program staff for the current TSA ACE 21st CLC. Members of the administrative staff involved in the needs assessment process included staff responsible for current community outreach efforts and parental involvement efforts for the Texas Serenity Academy.

Those involved in identifying the needs for the students and families of the Academy considered the following factors:

- The continued lack of organized, free and/or low-cost enrichment activities for elementary and middle school-aged children in the community.
- Attendance rates for students.
- The difficulties parents face in transporting students to enrichment activities or academic activities.
- The inability of parents to afford tutoring or additional academic programs for their students.
- The number of TSA parents who do not speak English as their primary language.
- The percentage of TSA students identified as English language learners.
- The number of TSA parents who have yet to attain a high school diploma.
- The rate of academic success for TSA students. Although significant progress has been made, gaps still remain. TSA students still fall below state averages for student achievement in:
 - Meeting Phase-in Satisfactory Standard or Above (all subjects, but especially in science)
 - Percent at Postsecondary Readiness Standard (again, in all subjects but especially in science and social studies)
 - Percent of students meeting Advance Standard (all subjects)
- The success of the current ACE 21st CLC program in helping TSA obtain the Distinction Designation of Top 25% Student Progress
- Identified needs discovered through the initial implementation of the TSA ACE 21st CLC program:
 - Need for citizenship instruction and support through the citizenship process
 - Parenting skills for young parents and for grandparents (A number of TSA students are parented by very young parents and a number of students are parented by their grandparents.)
 - Money management and budgeting skills for families
 - Physical health and well-being

The Texas Serenity Academy recognized that the majority of its students need additional time engaged with the curriculum in order to foster success. The success of the ACE 21st CLC program has proven this to be true. While the ACE 21st CLC program has proven to be effective in increasing academic success, analysis of student performance indicates that continued intervention will promote even more significant gains in achievement. Because of the large percentage of at-risk students attending TSA, the student population in general is at greater risk for failure and general disengagement with school and the learning process. The TSA ACE 21st CLC program has increased student attendance as well as student engagement with the curriculum. Due to the gaps in student achievement that still exist for TSA students, the academy has identified the ACE 21st CLC program as necessary to maintain the progress that students have achieved as well as continue to decrease the achievement gaps and bring TSA students to the state average levels of achievement and beyond.

Due to economic and language constraints, participation in community programs is difficult at best for the parents of TSA students. Transportation to and from Houston Community College, which offers adult GED programs, for example, is a challenge for many TSA parents. The cost of enrollment is also prohibitive. The number of parents participating in the family literacy, GED courses, English as a Second Language courses, and health and wellness programs is an indication of the need and desire for such services on the part of parents and adults in the TSA community.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 170801

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Student achievement: Ninety-two percent of TSA students are identified as at-risk and TSA students still fall below state standards as measured by STAAR in all subjects. Students need to not only maintain current performance levels but continue to make progress in closing the performance gaps.	Academic tutorials will provide extended learning time as well as the opportunity for small group instruction and hands-on, active learning in engaging activities. Enrichment activities promote student engagement; increase students' social and emotional intelligence, including drive and persistence; and provide background knowledge and experience that increase the ability of students to connect to the curriculum in meaningful ways.
2.	Student engagement and attendance: TSA students who have participated in the ACE 21 st CLC program have exhibited greater engagement in the overall school program and increased rates of attendance.	Academic tutorials provide support to students who are struggling with the curriculum throughout the school day, reducing failure rates and associated anxiety. Enrichment activities promote student engagement and increase overall health and well-being. In addition, enrichment activities are designed to increase students' social and emotional intelligence and skill level.
3.	English Language Learners: A significant portion of TSA students (38.7%) are English Language Learners. This is over two times the state average. These students are at additional risk for meeting performance standards. Due to language barriers, English Language Learners may not be able to receive academic assistance at home.	Academic tutorials provide support to students who are struggling with the curriculum throughout the school day. Academic tutorials and enrichment activities provide additional opportunities for English Language Learners to increase exposure to and facility with English. Enrichment activities also increase the background knowledge and experience of English Language Learners, increasing both oral and written vocabulary.
4.	Family Literacy: A significant portion of TSA students (38.7%) are English Language Learners. In addition, many TSA parents are not fluent in English. Many also do not have high school diplomas.	Family literacy classes, English as a Second Language classes, and provide support to families in increasing English literacy in the home, thus supporting students in the academic environment as well.
5.	Health and Well-being: A high proportion of TSA students (92%) qualify for free and reduced-price lunch. Budget issues are a significant concern for TSA parents. Both parents and students need information on providing healthy, low-cost meals for themselves and their family.	Health and wellness classes, including gardening and healthy cooking, have been extremely popular with both TSA students and parents. The goal of these classes is to increase knowledge and information about healthy eating as well as to develop skills in selecting ingredients and cooking meals that support overall health and well-being. TSA will also be adding a position for a part-time nurse for the ACE program in order to increase efforts to promote health and well-being for parents.

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Schedule #14—Management Plan

County-district number or vendor ID: 170801

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's degree or above in education or related field; at least 3 years of experience in education or social work setting. Experience in fiscal/budget planning and management. Demonstrated competence in: program development, marketing, implementation, evaluation. At least 3 years supervisory experience and program management experience.
2.	Site Coordinator(s)	Bachelor's Degree or above in education or related field. Experience working with high-risk children and families. Experience with staff supervision. Experience with program implementation and management. Ability to communicate in native languages of program recipients strongly preferred. Experience with 21st CCLC or similar after school/summer school programs preferred.
3.	Family Engagement Specialist	Experience working with high-risk children and families. Experience with program implementation and management. Ability to communicate in native languages of program recipients. Familiarity and experience with 21st CCLC or similar after school/summer school programs. Ability to gather data related to needs of program families.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve academic performance.	1. Hire qualified tutors to aid teachers in afterschool tutorials.	08/01/16	08/15/16
		2. Provide professional development in innovative instructional techniques.	08/22/16	07/15/17
		3. Order supplies, materials, technology to support engaged learning aligned with curriculum.	08/01/16	07/01/17
		4. Begin afterschool tutorials.	09/06/16	06/01/17
		5. Offer summer program.	06/05/17	07/14/17
2.	Improve academic performance.	1. Identify enrichment activities that promote learning, engagement, and social development/responsibility.	08/01/16	08/15/17
		2. Identify vendors which can provide high quality programs.	08/01/17	08/15/16
		3. Provide professional development in innovative instructional techniques.	08/18/17	07/14/17
		4. Begin afterschool enrichment activities.	09/06/17	06/01/17
		5. Offer summer program.	06/05/17	07/14/17
3.	Improve academic performance.	1. Family specialist will identify/confirm needs of parents/community members.	08/01/16	08/15/16
		2. Identify programs for parents to support literacy, effective parenting, health/well-being; and support educational and professional attainment for parents.	08/01/16	08/31/16
		3. Identify qualified vendors to provide programs.	08/01/16	08/31/16
		4. Offer programs.	09/06/16	07/14/17
4.	Improve behavior.	1. Identify enrichment activities that promote learning, engagement, and social development/responsibility.	08/01/16	08/15/16
		2. Provide professional development in classroom management and positive behavior.	08/22/16	07/14/17

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 170801

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The project director and site coordinator utilize the TEA-designated self-assessment and certification process. The TSA 21st CCLC will continue utilizing the ACE PRIME assessment and self-assessment. In addition to fully participating in the ACE PRIME Assessment process, the TSA 21st CCLC will utilize the CCLC Advisory Council, comprised of grant management staff, faculty members, members of the administrative leadership team, and parent participants as part of the ongoing monitoring and feedback process.

As part of the ACE PRIME Assessment process, the TSA 21st CCLC will engage in protocol review, data gathering, organizing required documentation, completing the self-assessment rating, hosting on-site visits, reviewing the results of the assessment process, and developing and implementing recommendations for program and performance improvement.

In implementing the TSA 21st CCLC funding under previous funding, the TSA 21st CCLC leadership has had to make both programmatic and staff adjustments as necessary when implemented activities are not meeting with success. Changes are communicated as appropriate to staff and teachers through faculty meetings, to students through face-to-face meetings, to parents through written communication and through face-to-face meetings when possible, and to community partners through written and verbal communication and face-to-face meetings.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Key elements of the TSA 21st CCLC Sustainability Plan includes a clearly-articulated vision development of a broad base of community support, identification of key community champions for the TSA 21st CCLC program, and identification of strategic, ongoing funding. Members of the TSA administration, including the superintendent and school principal, the TSA 21st CCLC project director, and the TSA 21st CCLC Advisory Council, have been involved in developing the sustainability plan. The sustainability plan includes continued expanded academic and enrichment learning opportunities at the Texas Serenity Academy as well as continued activities supporting family literacy and the capacity of families to support student achievement. The sustainability plan includes as its ultimate goal of a thriving learning and education center for adult family members as well as a robust program for TSA students. The TSA 21st CCLC will identify long-term funding goals, key community champions, and critical sources of funding. The base of support for the TSA 21st CCLC will include current partners such as Prairie View A&M, Aldine ISD, the Houston Food Bank, the Houston YMCA, and the Boy Scout Council. The TSA 21st CCLC has plans to broaden community partnerships to include the University of Houston, Delta Sigma Theta sorority, and other community partners identified by the TSA 21st CCLC Advisory Council. TSA administration will identify and develop a comprehensive, detailed funding plan for the pursuit and utilization of alternative funding sources. This plan will become one of the goals of the newly-formed TSA Education Foundation, the non-profit fund raising arm of the Texas Serenity Academy. The TSA administrative staff and TSA Board Members are committed to the continuation and expansion of the TSA 21st CCLC program, and, as the district expands and funding is raised, will seek to commit general operating funds to the 21st CCLC program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 170801

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Evaluation Method for Improved Academic Performance: Descriptive research design.	1.	Number of students experiencing improvement (Core GPA.)
		2.	Percentage of students experiencing improvement (Core GPA).
		3.	Percentage of improvement by students (Core GPA)
2.	Evaluation Method for Student Attendance: Descriptive research design.	1.	Number of absences.(Overall)
		2.	Average number of absences by student. (Decrease in average # of absences/student).
3.	Evaluation Method for Student Behavior: Descriptive research design.	1.	Number of noncriminal disciplinary actions.
		2.	Number of criminal disciplinary actions.
4.	Evaluation Method for Promotion Rates: Descriptive research design.	1.	Number of students successfully enrolled in the next grade at the end of the academic year.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TSA 21st CCLS will work in collaboration with the independent evaluator to collect participant and program-level data through the implementation of the grant. Program staff will work with the independent evaluator to formalize the evaluation plan that project staff will utilize to identify data to be collected, the manner of data collection, the frequency of data collection, and the correlation with program reporting requirements. Project staff will work with the administrative staff of TSA to determine responsibility and methods of data collection to include: number of participants served, participants by activity, and student-level academic data, including achievement results, changes in core GPAs, and attendance. Tools used in the data collection process will include the Texas 21st CCLC database, formal and informal assessments of student progress, and PEIMS data. Surveys and interviews will also be used to collect data to inform program activities. Throughout the course of the program, data concerning attendance of students in particular programs, behavioral incidents, and staff observations are used to make programmatic changes to increase student engagement and better meet the needs of parents and families. Spring course offerings for students and families will reflect observations made during the fall program implementation. As an example of use of data collection and observation to drive program changes and strengthen the program, this year, the TSA 21st CCLC is planning to restructure the tutorial time, bringing in paid tutors with more qualifications, to better address the need for small group instruction and more active, hands-on learning. In the past, data concerning parent participation, including attendance rates and interviews with parents, led to staff changes and the hiring of a new Family Engagement Specialist more attuned to the TSA community. This staffing change has resulted in additional program changes and increased parental and family participation in the TSA 21st CCLC. The annual evaluation report of the TSA 21st CCLC is available to the public for review if so desired. Primarily, findings of the evaluation process are communicated through meetings and newsletters for the TSA community.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170801

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texas Serenity Academy will offer a variety of after-school and summer recess activities to promote student achievement, increase academic performance, and improve student behavior. These include:

- Academic tutorials aligned with the TSA curriculum (TEKS-based)
- Enrichment and expanded learning opportunities also aligned with the TSA curriculum, including a STEM program in conjunction with Aldine High School, Aldine ISD, a digital media journalism program, arts enrichment programs, health and wellness programs and activities, and community programs such as Boy Scouts, Girl Scouts, and leadership training/life skills programs.

These activities are beyond the regular school day and beyond the regular school program. The TSA 21st CCLC will provide additional time for students to engage with the curriculum in smaller group sizes and in activities that are hands-on and engaging while focused on time on skills and development.

Students participating in the TSA 21st CCLC will travel to and from the center via buses operated by the Texas Serenity Academy and staffed with drivers hired and paid by the academy. Bus routes will be altered as necessary to accommodate the 21st CCLC program.

Activities for adult participants include ESL, computer literacy, family literacy, health and well-being, effective parenting, citizenship instruction and support, and GED classes.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TSA will disseminate information about the 21st CCLC to the community through materials provided to parents upon enrollment, through parent meetings, and through meetings with the heads of community agencies. All written materials will be translated into Spanish for native Spanish speakers. The Family Engagement Specialist will develop monthly calendars of program activities for parents and families. Families will also be provided with the TSA ACE 21st CCLC Family Handbook at the beginning of the school year and upon enrollment for students not enrolled in TSA at the beginning of the school year. The TSA Community Advisory Council will play a key role in helping to ensure dissemination of information, collaboration, partnership, and support with and between the community and TSA 21st CCLC. The TSA Advisory Council will establish a schedule and general methodology for communication, such as providing program updates at school board, parent, and community meetings including program information in school and community newsletters and preparing and disseminating invitations, flyers, and enrollment materials. The Advisory Council and Family Engagement Specialist will utilize the ACE Promo Center and other TEA-provided outreach materials related to school and community partnerships in preparing promotional materials for the TSA 21st CCLC.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 170801	Amendment # (for amendments only):
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Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All activities of the Texas Serenity Academy 21st CCLC are intended to improve student academic achievement, whether it be directly through the use of curriculum-integrated extended learning opportunities and tutorials as well as highly engaging and hands-on learning opportunities through such activities as the STEM program and the digital media program, or indirectly through enrichment activities designed to engage students, promote enhanced physical well-being, improve family literacy and the educational attainment of parents, and strengthen the TSA community.

The TSA 21st CCLC will enhance the use of hands-on activities and technology. The academic enrichment activities will incorporate a homework lab, allowing teachers to pull and rotate groups of students through focused academic tutorial programs designed to address deficiencies in understanding and performance in the regular school program. This will enable teacher to work with smaller groups in the afternoon tutorial sessions. Learning objectives for these sessions are based on the Texas Essential Knowledge and Skills (TEKS) and include objectives measured by the State of Texas Assessments of Academic Readiness (STARR).

The research literature, while in some areas not wholly conclusive, nonetheless indicated that increased student engagement, extended learning time (including summer learning opportunities), highly structured and hands-on learning activities focused on skills and skill development, student physical activity and well-being, family involvement in learning, and parental educational attainment all serve to promote student academic achievement and overall student success.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texas Serenity Academy currently uses state and federal funding to provide some academic tutorials for its students, the level of support for these programs, including transportation costs, will continue through the duration of the grant program. The Texas Serenity Academy also funds the portion of the teachers' salaries for participation in the 21st CCLC program through state funding. The Texas Serenity Academy will utilize its current location for this program, limiting the need for additional lease or rental of space to provide the program activities. In this way, grant funds are being utilized to supplement the academic tutorials the TSA was able to offer previously while enabling the TSA 21st CCLC to offer a comprehensive program to TSA students and families at a lesser cost.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 170801	Amendment # (for amendments only):
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Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed activities of the TSA 21st CCLC are designed to increase students' access to high-quality academic enrichment opportunities to ensure the students participating in the 21st CCLC meet the following measures of effectiveness:

- Improved academic performance
- Increased school day attendance
- Increased positive behavior
- Increased grade promotion rates

The annual external evaluations of the TSA 21st CCLC program have consistently shown that the Texas ACE program has indeed produced these improved outcomes for regular participants in the ACE program. Anecdotally, parents and teachers report increased student engagement (greater school attendance and greater desire to be at school) and increased positive behavior on the part of students.

The TSA 21st CCLC utilizes the Texas ACE Activity/Unity & Lesson Plan Worksheets as a means of planning for and evaluating the potential for activities to help program participants meet the measures of performance. The Institute of Educational Sciences (through the U.S. Department of Education) Practice Guide for Structuring Out of School Time to Improve Academic Performance (2009) makes the following recommendations based on the review of research:

1. Align the OST program academically with the school day.
2. Maximize student participation and attendance.
3. Adapt instruction to individual and small group needs.
4. Provide engaging learning experiences.
5. Assess program performance and use the results to improve the quality of the program.

The TSA 21st CCLC program follows all of these recommendations in its program implementation.

The After School Alliance has identified key principles from research of effective expanded learning programs (Principles of Effective Expanded Learning Programs: A Vision Built on the Afterschool Approach, January, 2012). These key principles are:

1. School-community Partnerships
2. Engaged Learning
3. Family Engagement
4. Intentional Programming (hands-on learning; STEM content)
5. Diverse, Prepared Staff
6. Safety, Health, and Wellness
7. Ongoing Assessment and Improvement

Again, the TSA 21st CCLC program has all of these components.

The TSA 21st CCLC will work in collaboration with the independent evaluator to collect participant and program-level data through the implementation of the grant. Program staff will work with the independent evaluator to formalize the evaluation plan that project staff will utilize to identify data to be collected, the manner of data collection, the frequency of data collection, and the correlation with program reporting requirements. Project staff will work with the administrative staff of TSA to determine responsibility and methods of data collection to include: number of participants served, participants by activity, and student-level academic data, including achievement results, changes in core GPAs, and attendance. Tools used in the data collection process will include the Texas 21st CCLC database, formal and informal assessments of student progress, and PEIMS data. Surveys and interviews will also be used to collect data to inform program activities.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 170801

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☒ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

From the very beginning of the program, Texas Serenity Academy has sought community stakeholders and identified strategic community partnerships that the faculty and staff believed were critical to the success of the TSA 21st CCLC program. The community stakeholders will continue to be integral partners with the TSA 21st CCLC program throughout the grant implementation, monitoring, and evaluation process.

The TSA 21st CCLC program has established some strong community partnerships in the initial program implementation, and will continue to rely and enhance these partnerships in the continuation program. The partnerships include:

- TWEF (entrepreneurship programs, technology literacy programs, young women's empowerment programs, community garden project)
- Greater Houston Area Boy Scouts (The Houston Boy Scout Council provides the boy scout program free of charge to TSA participants, operates the program at the TSA campus and provides a Scout Master, and provides assistance to TSA families with uniforms and other items required for participation in the program.)
- C-STEM program with Aldine ISD (This programs is an exciting, hands-on learning and technology-rich program providing TSA students with greater exposure to science, math, and engineering activities in the enrichment portion of the TSA 21st CCLC program. TSA students participate with Aldine ISD students in program activities.)
- Lone Star Community College for GED and ESL courses for parents and families
- Prairie View A&M (Prairie View A&M provides instructors for enrichment classes and promotes college and career goals for TSA students.)
- Houston Food Bank (The Houston Food Bank provides food and clothing to TSA families in need of assistance. The Food Bank helps operate a food pantry at the Texas Serenity Academy.)
- Houston YMCA (The YMCA provides recreational programs to TSA families to promote physical well-being and health.)

One key partner has been TWEF. This partnership began in the initial implementation of the grant, and will continue throughout the continuation funding and beyond. TSA sought to partner with TWEF in this application for funding, but while a strong supporter of the TSA 21st CCLC program and program participant, TWEF was unable to commit to partnering with the Texas Serenity Academy for this purposes of applying for this grant. TWEF felt they did not have the staff resources at this time to commit to that level of partnership. Nonetheless, they remain strongly committed to continuing and expanding their efforts with the TSA 21st CCLC program. Please see the attached letter of support from the TWEF founder.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 170801

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TSA 21st CCLC provides the following available resources:

- Translation and interpretation services
- Connections to other community organizations, including local food banks and other organizations providing school supplies, clothing, and other supports to families in need
- Connections to local free/reduced price health providers
- Classes for families in the following areas:
 - English as a Second Language
 - GED attainment
 - Family literacy and the importance of family involvement in education to increase student achievement
 - Computer literacy and other workplace-related skill development
 - Budgeting and Financial Planning
 - Physical Health and Well-being, including healthy meal planning on a budget
 - Citizenship classes and supports to help parents attain US Citizenship
 - Effective parenting, focusing particularly on the needs of young parents and grandparents serving as parents
- Meeting space and family lounge for parents participating in program activities or meeting with school staff
- Transportation to key programs and activities offered by the TSA 21st CCLC
- Childcare for program activities involving parents and families

The proposed program is designed to meet the needs identified through the assessment/evaluation process by reducing barriers to participation (language, transportation, cost, childcare) for families; supporting families to create greater stability in the family and meet basic needs (classes in budgeting and financial planning, classes in physical health and well-being including healthy meal-planning, classes for parents and family members to help them obtain their GED and US citizenship, classes in skills designed to assist parents in obtaining and/or retaining higher paying jobs, classes in effective parenting); supporting students to make greater academic gains (academic tutorials structured to provide enriched learning connected to the school/state curriculum with active hands-on, engaging activities and smaller group instruction); and increasing overall student engagement and access to broader knowledge through expanded learning opportunities (enrichment activities).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 170801

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TSA 21st CCLC utilizes best practices for its academic and enrichment programs for students. The TSA 21st CCLC utilizes the Texas ACE Activity/Unity & Lesson Plan Worksheets as an ongoing planning tool. In addition, the TSA 21st CCLC utilizes the logic model approach to overall planning and evaluation. According to the CRESST National Center on Evaluation Standards and Student Testing Policy Brief 11 (2011) Making Afterschool Programs Better, effective after school programs include activities that:

- align to the school day
- provide time for students to study, learn and practice
- include motivational activities
- frequently uses technology, science and the arts to support youth development, student learning, and engagement.

The TSA 21st CCLC activities are designed to provide all of the above. The TSA 1st CCLC academic activities are aligned to the school curriculum (TEKS) and provide time for students to study, learn, and practice in more informal, small-group settings. The academic activities are designed to include more hands-on learning opportunities, and are therefore more motivational than those that may be provided during the school day.

The enrichment activities of the TSA 21st CCLC program utilize technology, science, and the arts to support youth development, student learning, and engagement as well as the physical health and well-being of students. Community partners, including TWEF, assist the TSA 21st CCLC program with technology and entrepreneurial programs. Several of the enrichment programs themselves are technology-oriented.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TSA use former students as volunteers for tutorials with younger students and front office help and mentoring younger students. The TSA 21st CCLC also uses a group of volunteers called the ACE Angels. The ACE Angels are a group of people who mentor students and support families by subsidizing their Christmas needs. In addition, the TSA 21st CCLC uses volunteers from TWEF (The Women's Empowerment Foundation) for activities involving the community garden and entrepreneurship activities and events. The program will also use AARP volunteers to help with literacy activities and mentoring for the students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 170801

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Key elements of the TSA 21st CCLC Sustainability Plan include a clearly-articulated vision, development of a broad base of community support, identification of key community champions for the TSA 21st CCLC program, and identification of strategic, ongoing funding. Members of the TSA administration, including the superintendent and school principal, the TSA 21st CCLC project director, and the TSA 21st CCLC Advisory Council, have been and will continue to be involved in developing the sustainability plan. The sustainability plan includes continued expanded academic and enrichment learning opportunities at the Texas Serenity Academy as well as continued activities supporting family literacy and the capacity of families to support student achievement. The sustainability plan includes as its ultimate goal a thriving learning and education center for adult family members as well as a robust program for TSA students.

In the 2016-17 program year, The TSA 21st CCLC will identify and clarify long-term funding goals, key community champions, and critical sources of funding. The base of support for the TSA 21st CCLC will include current partners such as the Texas Women's Empowerment Foundation, Prairie View A&M, Aldine ISD, the Houston Food Bank, the Houston YMCA, and the Boy Scout Council. The TSA 21st CCLC has plans to broaden community partnerships to include the University of Houston, Delta Sigma Theta sorority, and other community partners identified by the TSA 21st CCLC Advisory Council.

Also in the 2016-17 program year, TSA administration will identify and develop a comprehensive, detailed funding plan for the pursuit and utilization of alternative funding sources. This plan will become one of the goals of the newly-formed TSA Education Foundation, the non-profit fund raising arm of the Texas Serenity Academy. The plan will include funding targets for the 2016-17, 2017-18, and 2018-19 program years.

In addition to the above activities, the Texas Serenity Academy has plans to expand. The Texas Serenity Academy has just been granted approval for expansion to a second school campus in the 2016-17 school year. There are also plans to incorporate an existing charter school into the Texas Serenity Academy charter. As the Texas Serenity Academy expands, the district plans to incorporate an ACE 21st CCLC program on each campus. The positive results on the original campus are too strong to deny, and TSA Administration and Board Members feel the Texas ACE program is now a critical component of school organization for all schools under the TSA charter. As the district expands, more operating funds will be available to not only continue the program on the original campus, but to establish the programs at the new campuses. The TSA administrative staff and TSA Board Members are committed to the continuation and expansion of the TSA 21st CCLC program, and, as the district expands and funding is raised, will seek to commit general operating funds to the 21st CCLC program.

Please see the attached letters of support from the TSA Board Members.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 170801	Amendment # (for amendments only):
<p>TEA Program Requirement 1: Community Involvement Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community Advisory Council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>The Texas Serenity Academy 21st CCLC will routinely seek feedback and involvement from community stakeholders about program planning, design, and improvement through the use of the TSA 21st CCLC Advisory Committee. The TSA 21st CCLC Advisory Committee will meet quarterly with program management staff and TSA administrative staff to review program implementation, progress toward program goals, increasing program awareness, and progress toward the sustainability plan. As appropriate, the TSA 21st CCLC will coordinate efforts with the TSA Educational Foundation to ensure goals for funding are clearly articulated and communicated, and progress is being made toward the attainment of the goals.</p> <p>The 21st CCLC Advisory Council will work with program management staff to identify additional needs of parents and students due to changes in the community that may not have already surfaced through the work of the TSA 21st CCLC program. The TSA 21st CCLC Advisory Council will also continue to work to identify community partners that can provide additional resources to the TSA 21st CCLC program and help the program sustain its activities over time.</p> <p>The 21st CCLC Advisory Council will utilize the ACE Promo Center and other TEA-provided outreach materials related to school and community partners in its efforts to expand program awareness.</p> <p>Members of the 21st CCLC Advisory Council for program year 2016-17 will include:</p> <ul style="list-style-type: none"> • A parent of a primary school-age student (K-3) • A parent of an intermediate school-age student (4-5) • A parent of a middle school student (6-8) • A TSA elementary teacher • A TSA middle-school teacher • A local business owner • A Non-profit organization representative • A local Youth Program representative (Houston Council of Boy Scouts) • A local mental health service representative • A city or county employee • A school board member • TSA Superintendent • ACE Project Director • ACE Site Coordinator • ACE Family Engagement Specialist • An enrichment program teacher 	

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 170801

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TSA 21st CCLC will coordinate with TEA program staff in assessing and implementing program requirements and recommendations. In order to ensure that high-quality programming is provided to all participants, the TSA 21st CCLC will provide ongoing professional development to all program staff in the following:

- Understanding the lesson cycle and scope and sequence in curriculum
- Classroom management and positive behavioral supports
- Addressing the needs of special needs students, including second language learners
- Utilizing the SAFE instructional approach

The TSA 21st CCLC utilizes the Texas ACE Activity/Unity & Lesson Plan Worksheets as an ongoing planning tool. In addition, the TSA 21st CCLC utilizes the logic model approach to overall planning and evaluation.

The Project Director, Site Coordinator, and Family Engagement Specialist meet frequently to coordinate activities and responsibilities and to ensure that all program requirements are being met. The Texas ACE 21st CCLC Blueprint and associated documents are utilized to help manage all aspects of the grant program. The TSA 21st CCLC program also utilizes the services of Region VI ESC to provide professional development and technical assistance as appropriate.

Communication from grant management staff with all TSA 21st CCLC staff occurs through email, regular meetings, trainings, conferences, and "ACE Alert" notes for critical information. Because all TSA teaching staff are involved in the TSA 21st CCLC program, information is shared routinely and frequently between and with grant management staff.

The TSA 21st CCLC will work closely with school staff to monitor ongoing student assessment programs that are part of the current Texas Serenity Academy program. The evaluation of ongoing student assessment and review of data with relevant stakeholders, including the Advisory Council and the faculty of TSA, will enable the TSA 21st CCLC to further identify and define student needs and make any necessary adjustments to targeted services. The ongoing monitoring described above will enable the 21st CCLC project leadership and the Advisory Council to determine and document the following:

- Students' and families' active participation and engagement in learning
- Students' and families' increased sense of involvement in school
- Use of assessment data to revise/evaluate student services
- Implementation of strategies learned through professional development

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170801

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: Texas Serenity Academy		
9 digit campus ID#	170801-003	Distance to Fiscal Agent (Miles)	4.7 miles
Grade Levels to be served (PK-12)	K-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	350
Number of Adults (parent/ legal guardians only) to be served:	150

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170801

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TSA 21st CCLC program includes all students at Texas Serenity Academy, so all at-risk students participate in the 21st CCLC program. The Texas Serenity Academy utilizes funding provided under ESEA Section 1114 and state compensatory education program funding under Texas Education Code § 29.081 to provide accelerated instructional programs for TSA students during the school day. Thus, at-risk students at Texas Serenity Academy receive targeted and accelerated instruction during the day in reading, writing, and math and the hands-on, highly focused academic tutorials after school through the TSA 21st CCLC program.

The Texas Serenity Academy has used Title 1 Part A funding to purchase the Latino Literacy Program. These materials are also utilized by parents and students in the TSA 21st CCLC program.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 170801	Amendment # (for amendments only):
<p>TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>During the school year, program activities for students will take place from 3:00-5:00 PM, Monday through Thursday, from 1:00-5:00 PM on Friday, and from 9:00-12:00 on Saturday. This totals 15 hours of services per week. During the six-week summer session, program activities for students will take place from 9:00-1:00 PM Monday through Thursday. During the fall term, there will be a total of 15 weeks, with services for students totaling 15 hours per week. During the spring term, there will be 22 weeks of services, with services for students totaling 15 hours per week.</p> <p>The Project Director, Site coordinator, and Family Engagement Specialist will all begin work 8/1/2016. Professional development for all program staff will begin the second week of August in order that all training scheduled to take place prior to the delivery of services in the fall term will be completed prior to the start of school. All vendors and tutors providing services will be contracted by 8/15/16.</p> <p>The TSA 21st CCLC will begin services in the fall term during the first week of school and will continue services through the last week of school. The six-week summer term will begin the week following the end of school.</p>	
<p>TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>The TSA 21st CCLC Emergency Management Plan follows that of the Texas Serenity Academy, with appropriate modifications for schedules and staffing. TSA 21st CCLC staff participate in routine drills related to the Emergency Management Plan, including fire drills and severe weather drills.</p> <p>The TSA 21st CCLC has an accident/incident reporting plan. All accidents and incidents are brought to the attention of the site coordinator, and the site coordinator communicates with parents to inform them of any accident or incident. The family engagement specialist provides assistance if language is a barrier to effective communication.</p> <p>Hazardous materials, including cleaning supplies, are stored in original-labeled containers and are inaccessible to children. Hazardous materials data sheets are located in the facility and are accessible to program staff. In addition, the TSA 21st CCLC has a well-stocked first aid kit that is checked routinely. Program staff also undergo CPR training. Stoves and microwaves cannot be accessed by students unless under the supervision of an adult.</p> <p>The TSA 21st CCLC follows the Visitor Management Plan of the Texas Serenity Academy. Parents must physically enter the building with a photo ID to sign out students. Doors remain locked and opened by staff or security guards as necessary to allow entrance.</p> <p>Program staff are provided a copy of the schedule with program participants listed and each student signs in and sign out by name in Grades 3-8. In Grades K-2, a staff member goes in to re-check what teachers have reported for attendance. The TSA 21st CCLC utilized security guards for evening and weekend programs. The campus also utilizes CCTV cameras. There is a nurse on staff for all program activities involving students.</p>	

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As part of the planning process, the Texas Serenity Academy 21st CCLC will continue to utilize the Texas ACE Activity/Unit & Lesson Plan Worksheet for each of the activities that are part of the 21st CCLC program, including the family literacy program. The TSA 21st CCLC requires that sponsors of all after-school and summer program activities, including the TSA faculty and staff as well as community and business-based providers, utilize the Texas ACE Activity/Unit & Lesson Plan worksheets. The use of these worksheets as the primary activity planning tool will help ensure that activities meet:

- 21st CCLC objectives;
- The identified needs of participants;
- Texas Essential Knowledge and Skills (TEKS); and
- Criteria for engaged learning strategies.

Professional development will be provided to all program staff to ensure full understanding of the Texas ACE Activity/Unit & Lesson Plan Worksheet. The site coordinator will also review and approve all unit and less plan worksheets prior to implementation of the particular unit. The Activity/Unit & Lesson Plan Worksheets will also be used as the starting point for discussion and evaluation of the success of activities. Periodic checkpoints will be established for evaluation of the unit and activity implementation so modifications may be made to activities as necessary.

Professional development will also be provided to all program staff on utilizing the SAFE approach with after-school academic activities. The SAFE approach includes:

- A step-by-step training approach, breaking skill and content development into discreet steps for attainment;
- Active, hands-on learning;
- Focused time on skills and development of comprehension; and
- An explicit, deliberate approach to defining skills

All activities of the Texas Serenity Academy 21st CCLC are intended to improve student academic achievement, whether it be directly through the use of curriculum-integrated extended learning opportunities and tutorials as well as highly engaging and hands-on learning opportunities. The project director and site coordinator will work with the faculty, staff, and community partners of the TSA 21st CCLC to ensure that project activities are based on research that provides evidence the program or activity will support students in meeting state and local academic standards. Some of the research base that program implementers will draw from includes research documenting the effectiveness of objective-based, hands-on academic activities tied to the ongoing academic curriculum, providing students the opportunity to discuss their learning throughout the learning process, as well as research showing the positive impact of physical activity and arts enrichment activities on student engagement in the overall learning process.

Performance measures utilized by the Texas Serenity Academy will include the STAAR assessment scores, STAAR benchmark testing, benchmark assessments that are part of the technology-based academic tutorial and enrichment programs, and ongoing classroom-based student achievement.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170801

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TSA 21st CCLC relies on teachers in the regular academic program to provide instruction and academic tutorials. These teachers are very familiar with the academic and developmental needs of students. Because participation in the 21st CCLC is a requirement for students, the program addresses all at risk students at TSA. Teachers are responsible for submitting lesson plans for academic tutorials to the project director for review and approval. The project director reviews the lesson plans for academic tutorial to ensure they are focused on hands-on instructional activities, and the instructional strategies used in the enrichment program differ from instructional strategies used during the daily instructional time. The project director will also ensure that the focus of the academic enrichment is on TEKS and STAAR objectives.

The TSA 21st CCLC has provided professional development to teachers emphasizing the need to modify instructional activities in the afterschool program to include more small group and hands-on instruction. The TSA 21st CCLC has worked with information tutors in the past to reduce sizes for small group instruction. This has been somewhat successful. Plans for this year of implementation include hiring college students as tutors to assist teachers in addressing the needs of students for more small group instruction and the opportunity to participate more fully in active, hands-on learning. The TSA 21st CCLC plans to provide professional development to these tutors through the services of Region VI ESC. The professional development will include positive behavior management strategies, addressing the academic needs of at-risk students, addressing the needs of English Language Learners, and the importance of active, engaged learning with hands-on, meaningful activities.

The planned staff to student ratios for the academic tutorials is 7:1.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 170801	Amendment # (for amendments only):
TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>The role of the family engagement specialist for the TSA 21st CCLC in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development includes the following:</p> <ul style="list-style-type: none"> • Communicating with parents and families concerning the overall program goals of the TSA 21st CCLC program, including the importance of family involvement in students' education and the measurable impacts it can have • Working with program and other TSA staff members to ensure that all parents and families feel welcome on campus and in the 21st CCLC program • Communicating with parents and families concerning the program activities of the 21st CCLC for both students and parents • Working with parents and families to identify needs to be addressed to help them support their child's education • Working with the project director and site coordinator to ensure the TSA 21st CCLC program addresses the identified needs of parents and families • Working with program staff to eliminate barriers to participation for parents and families • Identifying and coordinating community resources that can assist the TSA 21st CCLC in meeting the needs of parents and families • Communicating with parents and families in their native language and providing interpretation and translation services when required • Participating in ongoing professional development, not only for personal development but to communicate needs of parents and families to TSA staff and vendors • Supervise the vendors providing services to parents and families and provide effective feedback to enhance program effectiveness. 	
TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>The Family Engagement Specialist will work out of the same office at the TSA 21st CCLC program as the project director and site coordinator. This working arrangement allows the key staff members of the 21st CCLC to work closely together to coordinate activities. Both the project director and the family engagement specialist have been very proactive in recruiting participant families to the activities provided through the 21st CCLC. The family engagement specialist is bilingual, and communicates the needs of native Spanish speaking parents and families to the project director, enabling the project director to more closely align the program offerings with the expressed needs of the parents and families. As a result, the number of parent participants has increased in the program, and project staff would like to see the numbers increase even further over the next three years.</p>	

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 170801	Amendment # (for amendments only):
<p>TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>The TSA 21st CCLC program offers a number of classes for parents and family members of TSA students. The classes include: family literacy, English as a Second Language, GED courses, computer literacy classes, physical health and well-being classes, effective parenting classes, financial literacy classes, and citizenship classes to support parents in achieving US citizenship. The programs are offered during the day, at night, and on the weekends. The classes meet the needs of parents and families for increased proficiency in English, academic attainment, development of skills that increase the ability of parents to obtain or maintain meaningful employment at higher wages, positive behavioral supports in parenting, and classes that help parents and families provided healthy, well-balanced meals on a budget. The TSA 21st CCLC has a number of family engagement activities that address the various strategies for the Texas ACE program. These include:</p> <p><u>Strategy 1: Have adequate and welcoming space to engage families</u></p> <ul style="list-style-type: none"> • Family lounge and resource center where parents can gather and information about the school and school activities, the Texas ACE program, and other community resources. <p><u>Strategy 2: Establish policies and procedures to promote family engagement</u></p> <ul style="list-style-type: none"> • Annual open house and orientations • Family/Parent Handbook in both English and Spanish • Family activities and classes are held in the evenings after work • Child care for younger siblings is provided • Transportation to and from events is provided • Advisory Council is engaged and active • Parent and family engagement is part of the formal evaluation process and interim program quality checks. <p><u>Strategy 3: Communicate and build trusting relationships</u></p> <ul style="list-style-type: none"> • Staff members communicate with family members in a friendly, respectful manner and in native language when necessary • TSA 21st CCLC program consistently uses multiple communication strategies in both English and Spanish • Family Engagement Specialist provides translation services as necessary <p><u>Strategy 4: Be intentional about staff hiring and training to promote effective staff-family interaction</u></p> <ul style="list-style-type: none"> • TSA 21st CCLC program provides training to faculty and staff on cultural differences and respectful behavior and communication across socio-economic, disability, language, or ethnic groups • Family members are used as volunteers and help to disseminate information about the program to other parents and community members • There is a designated Family Engagement Specialist who is a Spanish speaker • ACE program staff represent the demographics of the families served • Discussions of family engagement are a regular part of staff meetings <p><u>Strategy 5: Support families and their basic needs and Strategy 6: Connect families to each other, to the program staff, to schools, and to other community institutions</u></p> <ul style="list-style-type: none"> • Information about community resources is provided • Program staff follow up on needs/concerns of family members • Program has activities that bridge between family and school in support of learning • Families are asked to volunteer with the program and school activities <p>Needs addressed through the strategies: Lack of adequate transportation for many parents. Need for communication in native language. Promotes sense of shared responsibility for the child's education. Enables parents to communicate with each other and problem solve about issues related to the educational needs of their children. Transportation, child care, support for parental engagement in the educational process. The Houston YMCA, the Houston Food Bank, and TWEF all help provide for the needs of families in the TSA 21st CCLC program.</p>	
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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 170801		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 170801			Amendment number (for amendments only):	
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 170801		Amendment number (for amendments only):		
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
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Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 170801		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 170801		Amendment number (for amendments only):		
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health Advisory Councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 170801			Amendment number (for amendments only):	
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation		
County-District Number or Vendor ID: 170801		Amendment number (for amendments only):
Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For statewide teacher training programs or statewide student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
Total Nonprofit Schools within Boundary		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 2		
Initial Phase Contact Methods		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input checked="" type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):
Total Eligible Nonprofit Students within Boundary		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):		
Check box only if there is no data available to determine the number of eligible students: <input checked="" type="checkbox"/>		
Total Nonprofit Participants		
Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: <input checked="" type="checkbox"/>	No nonprofit students participating: <input checked="" type="checkbox"/>	No nonprofit teachers participating: <input checked="" type="checkbox"/>
Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
Participant Consultation: Development and Design Phase Consultation Methods		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

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Schedule #19—Private Nonprofit School Participation (cont.)					
County-District Number or Vendor ID: 170801			Amendment number (for amendments only):		
Part 3: Services and Benefits Delivery					
Designated Places/Sites					
<input type="checkbox"/> Public school		<input type="checkbox"/> Private nonprofit school		<input type="checkbox"/> Neutral site	
<input type="checkbox"/> Other (specify):					
Designated Times					
<input type="checkbox"/> Regular school day		<input type="checkbox"/> Before school day		<input type="checkbox"/> After school day	
<input type="checkbox"/> Summer vacation		<input type="checkbox"/> Other (specify):			
Part 4: Selection Criteria/Activity Timeline					
#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date
Part 5: Differences in Program Benefits Provided to Public and Private Schools					
Select the one appropriate box below.					
<input type="checkbox"/> There are no differences between the program benefits provided to the public school students and the private school students.					
<input type="checkbox"/> There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)					
Description of Difference in Benefits			Reason for the Difference in Benefits		
1			1		
2			2		
3			3		
4			4		
5			5		

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person: